

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 124†

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(Sept. to Dec., 1932.
Jan. to March, 1933, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM III. (A & B).

(Ages 11 to 13).

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in the book used) must be read and narrated first.

A & B. *Old Testament History*,* by J. M. Hardwich and H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 3-72; (from *Exodus*, chapter 25, to *Numbers*, chapter 14). Teacher use introductions and appendices. *The Life of our Lord* (continuous Gospel narrative compiled by R. G. Ponsonby, Bell, 2/6), pp. 153-193 inclusive.

A *The Saviour of the World*,* Vol. IV. (P.N.E.U. Office, 3/-), pp. 1-65, with Bible passages from the index.

A & B For reference: Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. Philip's *Handy Scripture Atlas** (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6).

For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary, B.R.F., 19 Old Queen Street, London, S.W. 1 (2/6 a year), or, *Lectiones, 1932* (Spottiswoode, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening schools (S.C.M., 3/-).

† The 124th term of work set since the Parents' Union School began.

- For Sunday Reading:
- A & B *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6).
Praises With Understanding (The Psalms), by G. Hollis (S.P.C.K., 2/-).
Henry Martyn (Missionary), by C. E. Padwick (S.C.M., 5/-),
or, St. Patrick, the Travelling Man, by W. M. Letts (Nicholson and Watson, 2/-).
- A *Adventures in Engineering*, by A. Malle (Collins, 1/6), pp. 94 to the end.
- B *The Roll Call of Honour*, by Sir A. F. Quiller-Couch (Nelson, 1/6), pp. 179-261.
- A & B Sunday Occupations: A Book of Centuries (see under General History).
- Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9. Make Christmas cards and calendars.

Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card): work from cards 7, 8 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, or on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under literature should be followed.

The Little Oxford Dictionary (Oxford Press, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see *Our Work*, September *Parents' Review*).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

- A & B *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 113-139; with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), pp. 67-82.

Beginners work through *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B. 1.)

- A *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 448-502. Read poems by Gray and Pope (See Palgrave's *Golden Treasury*).
- A & B Shakespeare's *Merchant of Venice** (Blackie, Plain-text, 6d.). Scott's *The Pirate** (Nelson, 1/3).
 Read poetry daily.

Palgrave's *Golden Treasury** (with Part V., modern poetry, Macmillan, 2/-).

A *Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

British History.¹

- A & B *A History of England*,* by Cyril Robinson, Vol. III., (Methuen, 3/6), pp. 26-89 (1702-1754), [or use Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 557-641 (1702-1754)], omitting pp. 578-593.

Make summaries of events and dates, and begin a chart of the 18th Century (see *History Charts*, P.N.E.U. Office, 6d.).

Read the daily news and keep a calendar of events.

Take *The Home and Class Room Section of The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part VI. (18th Century), (Batsford, 3/-).

General History.

- A *Hellas the Forerunner*,² Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 137-159. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 200-240.

Teacher will find useful Quennell's *Everyday Life in Homeric Greece* (Batsford, 7/6); *Coloured Postcards, Set C 9* (India), (British Museum, 2/6).

- B *A First History of France*, by L. Croighton (Longmans, 5/-), pp. 213-223. *Babylonia and Assyria*,* by D. A. Mackenzie (Blackie, 1/3), pp. 40-80.

- A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. For reference, (A) *Guide to Greek and Roman Antiquities* (British Museum, 2/-), and *Postcards*, catalogue to be had from the Museum.

Citizenship.

- A *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 73-94.

- A & B North's *Plutarch's Lives: Demosthenes** (Blackie, 10d.).
Buyers and Makers,* by D. M. Vaughan (Longmans, 2/-), pp. 1-28, with introduction.

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

- A For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.

Map questions as in the Ambleside Geography Book to be answered from map before each lesson; then reading and narration. Memory sketch maps. Local geography out-of-doors; choose special studies from *Outdoor Geography*, by H. Hatch (Blackie, 2/6). See also *Home Education*, Parts II. and V.

- A & B *Ambleside Geography Book IV*,* 1928 edition, (Kegan Paul, 4/-), pp. 265-309 (Russia, Denmark, Iceland, Scandinavian). *Letters from High Latitudes*, by Lord Dufferin (Blackie, 10d.).

- A Geikie's *Physical Geography Primer* (Macmillan, 1/9), pp. 91-136.

- A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Regional map studies. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6).

¹ National History may be read in one General History period; see under Reading.

Natural History.¹

- A *Wonders in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 123-180.
- B *Life and her Children*,* by A. Buckley (Macmillan, 6/-), pp. 167-200.
- A & B *The Chemical History of a Candle*,* by Michael Faraday (Dent, 1/-), pp. 23-81. Read introduction.
- Keep a Nature Note-Book* (P.N.E.U. Office, plan 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes. For special studies suitable to the season and climate, see *Nature Rambles*, Vols. III. and IV., also *Nature in the Garden*, Vol. I., *Autumn to Winter*, all by Edward Step, F.L.S. (Warne, 2/6 each). * N.S.U. Leaflets Nos. 34 (*Ussite*), and 3 (*Some Shrubs of our London Parks*), (21d. each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may also be used.
- For the holidays: *Animal Life on the Seashore*, by L. Renouf (Routledge, 6d.).

General Science.

- A *Wonders of the Sky*,* by Mary Proctor (Warne, 6d.), pp. 55-96; or, *The Fairyland of Science*,* by A. Buckley (Macmillan, 6/-), pp. 195-239.
- Children not going on into Form I V. may use instead: *The Health Reader*,* by W. Hoskyns-Abraham (Cassell, 3/-), pp. 1-38.

French.² (See N.B. 4.)

- A & B *A French Course for Schools*, Part II.,* by H. F. Collins (Macmillan, 2/-), Lessons 7-13. Read and narrate only: *Le Nuage Rose*,* by George Sand (Nelson, 1/-), pp. 1-34; parse two pages.
- Read several poems and learn one from *Recueil de Poèmes*,* by J. Molny, Vol. II. (Blackie, 6d.), or a scene for acting from *Nox Petites Pièces*,* by Gabrielle L'Houré (Dent, 1/-).
- For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

Latin. (See N.B. 4.)

- A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gwynne, M.A. (Oxford Press, 3/-); Part II., §§ 1-13, or, continue.
- B *Gradatim** by H. R. Heatley and M. N. Kingdon (Longmans, 2/-), pp. 17-25; or continue in *A Latin Book for Beginners*, Part I.

German.² (See N.B. 4.)

- A *Primary German Course*,* by O. Siepmann (Macmillan, 3/-), lessons 7-9, inclusive, or continue.
- Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested.
- or, easier, *Ich Kann Deutsch Lesen*,* by G. Gladstone Solomon (Heinemann, 2/6), pp. 52-79.

or Italian.² (See N.B. 4.)

- A *Italian Lessons and Readings*,* by C. U. Clark (Harrap, 5/-), Lessons 1-3, or continue.
- The Italian Irregular Verbs* (Hachette, 1/-) will be found useful.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

- Dr. Ballard's *Fundamental Arithmetic*, Books III. and IV., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, Books III. & IV., for rapid mental work.
- A (3rd Term.) *Fundamental Arithmetic*, Book IV.* (U.L.P., Pupil's, 1/-), pp. 61-80, (Teacher's, 2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-), Exs. 226-240.
- B (3rd Term.) *Fundamental Arithmetic*, Book IV. (Pupil's Book, 1/-), pp. 1-20, (Teacher's, 2/3), with *Arithmetical Dictation*, Book IV. (1/-), Exs. 181-195.
- Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

- A & B *A Shorter School Geometry*,* by H. S. Hall and F. S. Stevens (Macmillan, Part I., 2/6); pp. 14-29, or continue.
- The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

- A & B *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell, 10d), pp. 45-55, and 59-64; or continue.
- III, B takes Geometry or Algebra, but not both.

Picture Study and Architecture.

- Study, describe, and draw from memory details of, six reproductions of pictures by Raphael* (P.N.E.U. Office, 2/- the set).
- See the special notes for teachers only in the September Parents' Review; also *Home Education* and *School Education*.

Painting, etc.

- Studies of fruit and vegetables; figures on horseback.
- Original illustrations (e.g., Christmas carols) and simple memory drawings. Make Christmas cards and calendars.
- Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see under *Our Work* in the September Parents' Review).
- Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-); *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

Music Appreciation.

- The work of Haydn; see (a) article, and (b) records suggested under *Our Work*, in the September Parents' Review; also *Haydn*, by B. L. Thomson (Sheldon Press, 4d.).

Music; Piano, etc.

Learn suitable compositions by Haydn. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

Three English songs, and three French songs. Carols.
Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). *The Three R's in Music*, by A. Somervell (Boosey, 1/6), will also be found useful.
The Clarendon Song Books: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-). *The English Carol Books*, I. & II., edited by Martin Shaw and Percy Dearmer (Mowbray, 2/6 each, words only, complete, 3d.).
Fifty Steps in Sight-Singing, by Arthur Somervell (Curwen & Son, 2/6), take three lessons, with suitable exercises from *The Rapid Sight Reader*, by A. Somervell (Boosey, 3d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalm 34. Two hymns.
A scene from the Shakespeare play, or, two poems.
Choose from *The Golden Treasury*, or from *Historical Lyrics and Ballads*, Book II. (Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.
A & B *Bulfinch's Age of Fable* (Dent, 2/-), pp. 156-186.
From Pole to Pole, by Sven Hedin (Macmillan, 10/-), pp. 130-149. *Gulliver's Travels* (Dent, 2/-). *Feats on the Fjord*, by Harriet Martineau (Dent, 2/-).
A *Herodotus: Stories and Travels* (Dent, 1/4), pp. 170-211.
Scottish, Irish, or Welsh children may read from: *A Short History of Scotland*, by R. L. Mackie (Oxford Press, 6/-); *A Class-Book of Irish History* by James Carty, in four parts (Macmillan, 1/- each); *Readings from Welsh History*, by Ernest Rhys, in two parts (Hughes & Son, Wrexham, 1/- each).

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

- (a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.
(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dance*, Series II. and III. (Ling Association, with instructions, 11d. each).
(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Hockey; Netball.

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St., Leicester).

(b) Feltwork: make Christmas presents.

Felt Toys, by E. Mochrie & I. P. Roseaman (Dryad, 2/-).

(c) Sewing: cut out and make a garment and do some embroidery.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and Sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form III lasts two years (ages 11-13). Where the same book is used in Form III. A & B, more advanced work should be expected from pupils in Form III.A. Form III.B is the old Second Year II.A. Second Year III. is now called IV.B.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked 2, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

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Motto : " *I am, I can, I ought, I will.*"

FORM III. (A & B).

PUPILS' NAMES.....

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Bible Lessons.

- I. A & B. 1. What three great Jewish Festivals are described in the Book of Exodus ? What took place upon the day of the atonement ?
2. (a), " Let not God speak with us lest we die " ; (b), " I will give thee tables of stone " ; (c), " Make us gods which shall go before us " ; (d), " I will make all my goodness pass before thee." On what occasions were these words used ? Describe **one** of them in detail.
3. Describe the holy garments " made for glory and for beauty " for the High Priest. What meanings were connected with them ?
- II. A & B 1. Describe the events that took place on (a), Palm Sunday ; or, (b), Thursday in Holy week.
2. What teaching did our Lord give his disciples on **two** of the following subjects,— (a), a wedding garment ; (b), watching and praying ; (c), being faithful over a few things ; (d), the true vine ; (e), the coming of the Comforter ?
- A 3. What lessons about our Lord may we learn from the story of the feeding of the five thousand ?

Writing. (Writing is also considered in each answer.)

Write (A), ten, (B), six, lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

A & B *The Pirate*, chapter x., § iv., "It was a mild summer day . . . lay before him."

Composition.

1. Write in prose, or in verse which must scan, upon **one** of the following,—(a), Gulliver at Lilliput; (b), Theseus; (c), a composition by Haydn; (d), Xerxes and the bridging of the Hellespont; (e), "How far that little candle throws his beams!"
2. Write a letter as to a friend overseas, describing (a), a day's camping in summer, or, (b), plans for a Christmas party.

English Grammar.

- A & B 1. Analyse the following and parse the words in italics:
"As Norna *threw* this cloak *back* from her shoulders, a short *jacket* of dark blue velvet *stamped* with figures became visible."
2. Use the following words in sentences, (a), as adjectives, (b), as adverbs: *best*, *last*, *nearer*, *worse*, *most*, *less*.
 3. Give, in sentences, one example of each of the following: adjectival (a), phrase, (b), clause; adverbial (a), phrase, (b), clause.

Literature.

- A & B 1. Describe (a), the casket scene, or, (b), the scene in the court of justice, from *The Merchant of Venice*. Quote lines where you can.
2. Describe (a), four of the visitors at the feast at "Magnus Troil," or, (b), one of the meetings between "Mertoun" and "Norna."
 3. Give the names of four poems you have *read* this term and narrate one of them (not one learned by heart).

English History.

- A & B 1. Write an account of the Duke of Marlborough as a soldier and a statesman. Dates.
2. (a), What important constitutional changes took place in the Stuart Period? or, (b), Give some account of what England owes to the wisdom and good government of Sir Robert Walpole. Dates.
 3. What do you know of **two** of the following,—(a) The Royal Society and Sir Isaac Newton; (b), "The Fifteen"; (c), The South Sea Bubble; (d), "Jenkins' Ear." Dates.

General History.

- A 1. Describe the battle of Salamis, "the work of gods and heroes." Date.
2. What do you know of Jehangir and Nur Jehan? Dates.
- B 1. Write what you can on **two** of the following,—(a), The Peace of Utrecht; (b), the Duke of Bourbon; (c), the War of the Austrian Succession. Dates.
2. What do you know of (a), Ashur-banipal the Great; (b), the fall of Nineveh? Dates.
- A & B 3. Name and describe three drawings you have put into your Century Book. Dates.

Citizenship.

- A & B 1. (i.) Tell the stories of Demosthenes and (a), Satyrus, and (b), Pytheas, in connection with (a), "I will keep it straight," and (b), "his reasons smelled of the lamp," or, (ii.) Tell of the dealings of Demosthenes with King Philip.
2. What is money? Explain (a), "money is useless in itself," (b), "there are many things it cannot buy."
- A 3. Give examples to show how we must (a), do our part in learning from Society; (b), distinguish between curiosity and a desire for knowledge.

Geography.

- A & B 1. Give a sketch map of Scandinavia, putting in the boundaries, the two countries and chief towns. Describe the climate and the occupations of the people.
2. Write a short account of **two** of the following,—(a), Iceland; (b), the Crimea; (c), Armenia.
 3. What do you know of (a), the cause, (b), the effects of the waves of the sea? Describe any sea-changes you have seen yourself.

Natural History.

- A 1. Describe, with drawings, one bird from each of the following classes, showing how it is adapted to its life,—(a), swimmers, (b), waders, (c), climbers, (d), darters.
- B 1. Describe the manner of life of (a), a trap-door spider, (b), a water-spider. Drawings.
- A & B 2. Explain as fully as you can what goes to make the zones in a candle flame.
3. Write notes on the special study you have made this term. Drawings.

General Science.

- A 1. What do you know about the following planets,—(a), Jupiter; (b), Neptune; (c), Pluto?
- or, 1. Write an account of some of the work that goes on in a beehive. Diagrams.

French.

1. Conjugate the following verbs,—in the (a), Imperative (b), Perfect (3rd person singular); (c), Future (1st person plural); *dormir, sortir, devoir, savoir, aller*.
2. Put into the Feminine,—(a), *mon bon oncle*; (b), *le vieux paysan*; (c), *leur nouveau frère*; (d), *ton fils gai*; (e), *mon ami*.
3. Write, in French, a short paragraph about (a), *André Duhamel*; or, (b), *La Fille des Géants*.

Latin.

- A
1. Translate: (1) They see a running stream. (2) Let us come to the hall. (3) The story that you heard is long.
 2. Either write from memory two verses of the hymn "Adeste fideles," or, decline the pronoun "qui."
 3. "A Latin Book for Beginners" Part II. (a) Translate § 3, lines 1-8. (b) Read the Latin again, then write a narration in Latin.
- B
1. Decline "*vir dives*."
 2. (Gradatim.) Translate § 23. "*Bæotus viator . . . in aqua iacet*."
 3. Read the Latin again, then write a narration.

German.

- A
1. Make sentences using the following prepositions with (a), the dative; (b), the accusative case:—*an, auf, über, unter, vor*.
 2. Write, in German, six sentences about (a), *Ein Rot-Kehlchen*, or, *Der Tier Park*.

or, Italian.

- A
1. Use in sentences the following nouns, with the definite article, (a), in the singular; (b), in the plural:—*stanza, casa, lettera, erba*.
 2. Translate,—(a), In the meadow; (b), On the olive trees; (c), In the purses; (d), Has he a horse?; (e), Have you a cat?

Arithmetic.

A (3rd Term.)

1. Four hundred gallons of water are run into a tank whose base is 4ft. by 3ft. What will be the depth of water in the tank? (1 c. ft. of water contains $6\frac{1}{4}$ gals.).
2. There are 3 exits from a hall by means of which the room can be cleared in 4 min., 5 min., and 8 min., respectively. How soon can it be cleared if all are used at once?
3. How long will it take a train 358 feet long, travelling at 60 miles an hour, to pass a platform 141 yds. long? Give your answer to the nearest second.

B (3rd Term.)

1. What is the average height of 3 French boys whose heights are 1 m. 3dm. 8 cm., 1m. 5dm. 2cm. 5 mm., and 1 m. 4 dm. 5 cm. 7 mm.?
2. Add together £2 13s. 9½d., 18s. 6¼d., £4 11s. 1¼d., and £1 9s. 0½d., and express the result as a decimal of £1.
3. Simplify

$$(i.) \frac{6.3 \times 0.45}{1.05}$$

$$(ii.) \frac{.05 \times 6.2 \times 2.7}{.031 \times .9 \times 20}$$

Geometry.

1. Lines AB and CD intersect at O. Name two pairs of supplementary angles and two pairs of vertically opposite angles at O. If $\angle AOD = 25^\circ$ how many degrees are there in each of the other angles at O?
2. With your protractor draw $\angle ABC = 54^\circ$. Through A draw, with set squares, a line DE parallel to BC. Without measuring write down the number of degrees in the angles DAB and BAE.
3. A man motors from A along a road leading due North to a point B. At B he takes a road leading Eastwards to a point C. At C he turns round and follows a road 43° South of West which brings him back to A again. Draw a diagram of his drive. How many degrees are there in $\angle BAC$?

Algebra.

1. Simplify

$$(i.) \frac{3(a+4)}{5} - \frac{2(a+2)}{4}$$

$$(ii.) \frac{x+y}{3} - \left(\frac{2(x-y)}{7} \right) + \frac{5x}{6}$$

2. A pole is painted red, white, and blue; $\frac{1}{3}$ is red, $\frac{1}{4}$ is white, and the remainder is blue. If the blue piece is $2\frac{1}{2}$ ft. long what is the length of the pole and of the red and white portions?

Picture Study

Describe Raphael's "St. Cecilia."

Painting. (All work should be done with brush and in colour.)

1. A study of some vegetables on a dish.
2. A Christmas Card with a design in (a), wild fruits, or, (b), figures.

Recitations.*

Father to choose two Bible passages, a poem from *The Golden Treasury*, or, a scene from *The Merchant of Venice*.

Reading. *

Father to choose a poem, and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song and three exercises.

Drill. *

Report progress.

Work. *

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, Dec. 5th, The examination should last a full school week. Papers to be posted on Dec. 10th, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.**

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; *(b)*, if there has been any handicap on account of illness during the term; *(c)*, the reason for the omission of subjects in the examination.